

# Childminder report

<b>Inspection date</b>	30 August 2018
Previous inspection date	1 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Children enjoy exploring the exceptionally varied, spacious premises and outdoor area. Resources are of a high quality and the childminder plans regular outdoor activities that encourage children to be motivated to play and learn.
- The childminder knows the children in her care well. She uses her observations of children during play to make accurate assessments and plan activities to support their learning and to help them make good progress.
- The childminder establishes good partnerships with parents. She shares information with them about children's care and development. This helps parents to continue with their children's learning at home.
- The quality of the childminder's teaching is consistently good. She welcomes the support of the local authority and makes good use of research and training opportunities to update her knowledge and refresh her skills to improve her practice further. This helps her to promote good outcomes for children.

### It is not yet outstanding because:

- On occasions, the childminder does not give children sufficient time to think about and share their responses to questions.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to think and respond to questions to extend their learning further.

### Inspection activities

- The inspector observed interactions between the childminder and children during the inspection.
- The inspector undertook a joint observation of children's activities with the childminder.
- The inspector took account of the written views of parents.
- The inspector looked at a selection of documents and children's records. She discussed safeguarding procedures and the self-evaluation process.
- The inspector checked the evidence of the suitability of the childminder and all those living on the premises where children are cared for.

**Inspector**  
Susan Rogers

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder is knowledgeable about the signs of abuse and knows how to report any concerns. She keeps a close check on children's progress and any gaps in their learning are quickly closed. The childminder regularly reflects and evaluates the service that she provides. She seeks the views of parents and children to inform areas for future development. The childminder is committed to professional development and accesses a range of training opportunities. She networks effectively with other childminders. This enhances her skills and knowledge. The childminder and her co-childminder supervise children well. They carry out checks and risk assessments of her premises which help to promote children's safety.

### Quality of teaching, learning and assessment is good

The childminder plans activities that children enjoy and follows their interests and ideas. She asks children questions to develop their understanding of numbers, shapes and sizes which promotes their mathematical skills effectively. Children's imaginations are well promoted as they use a playhouse as a pretend snack bar and use coins to purchase their snacks. Children develop their creative ideas as they dress up and explore and use paint to create images of their own choosing. The childminder supports children's communication and language skills well. For instance, she skilfully introduces new words as children enjoy activities. The childminder promotes a language rich environment that encourages children's literacy skills.

### Personal development, behaviour and welfare are outstanding

Children behave well. They are well mannered and are considerate of the needs of others. They help to tidy away toys and resources and take it in turns to help the childminder prepare sandwiches and fruit for lunch. The childminder prepares children well for their transfer to school. She passes on information to schools regarding their progress and includes school uniforms into the dressing-up clothes for children to try on. Children freely explore the extensive outdoor area and use a wide range of climbing equipment. Children develop a good understanding of the wider world. They visit the local area, woodlands and parks. The childminder provides children with healthy snacks and meals and plenty of opportunities for them to enjoy and benefit from fresh air and exercise.

### Outcomes for children are good

Children make good progress from their starting points and are motivated and enthusiastic learners. They share, take turns when they play and learn to be independent. They demonstrate good levels of concentration and a can-do attitude. They are confident communicators and express their needs well. They acquire the skills needed for the next stage in their learning and eventual move to nursery or school.

## Setting details

<b>Unique reference number</b>	504870
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10067178
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	1 October 2014

The childminder registered in 1993 and works with a co-childminder. She lives in Great Wyrley, Walsall. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification. She provides funded early education for three- and four-year-old children.

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